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ABSTRACT

In 1990, a survey was conducted of all full-time humanities and social sciences faculty at eight community colleges in the Virginia Community College System (VCCS). The study collected demographic data and examined the relationship between aging (both an individual's chronological age and length of time in the system) and job satisfaction through scaled questions in which faculty rated their institutional environment and their morale. A final section of the questionnaire sought open-ended responses. From among the 76 faculty completing usable questionnaires, the following conclusions were drawn: (1) the average faculty age was 48 years; (2) only 16 faculty had been teaching for less than 10 years with nearly half of respondents (referred to as "veterans") having taught in the VCCS for 15 to 20 years; (3) among veteran faculty (n=37), 11 found the intellectual climate "poor," while 12 rated it as only "fair"; (4) 27 of the 15- to 20-year veteran faculty rated the "quality of life at their institution" as "poor" or "fair," while four of the six faculty having worked over 20 years gave this category a "poor" rating; (5) the majority of veteran faculty reported that professional development activities were inadequate to meet their needs, although a similar percentage indicated that they would "still become community college teachers if they had to do it over again"; and (6) 31 of the 37 veteran faculty reported being strongly committed to the community college mission. A comparative analysis of faculty responses from Piedmont Virginia Community College with that of the system as a whole, and the survey instrument are included. (JMC)

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The Relationship Between Aging and Job Satisfaction for Humanities and Social Science Faculty in the Virginia Community College System

Office of Institutional Research and Planning
Piedmont Virginia Community College
Charlottesville, Virginia

Research Report Number 8-90

December 1990

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THE RELATIONSHIP BETWEEN AGING AND JOB SATISFACTION FOR HUMANITIES AND SOCIAL SCIENCE FACULTY IN THE VIRGINIA COMMUNITY COLLEGE SYSTEM

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PVCC Institutional Research Brief December 1990

AGING AND JOB SATISFACTION AMONG HUMANITIES AND SOCIAL SCIENCE FACULTY IN THE VIRGINIA COMMUNITY COLLEGE SYSTEM

This brief highlights major findings of *The Relationship Between Aging and Job Satisfaction for Humanities and Social Science Faculty in the Virginia Community College System* (PVCC Institutional Research Report No. 8-90, December 1990), a study conducted by Mary Lee Tucker, a counselor at Piedmont Virginia Community College (PVCC). Noting that much attention has been paid recently to the "graying of the professoriate" at senior institutions of higher education, Tucker surveyed humanities and social science faculty throughout the Virginia Community College System (VCCS) in the spring of 1990 to determine what effects aging and years of service had upon job satisfaction of community college faculty.

The survey revealed that, as suspected, humanities and social science faculty within the VCCS were primarily middle-aged and midway through their teaching careers. The typical faculty member in the survey was a 47 year old male with 15 to 20 years invested in community college teaching. According to the survey, faculty tended to become more disillusioned with the intellectual climate of their institution, the sense of community, and the quality of life the longer they remained in the VCCS. Most faculty with 15 to 20 years of teaching experience stated that at the time of the survey they were less enthusiastic about their work than when they first began teaching.

In terms of professional growth, veteran community college faculty cited "inadequate opportunities for growth," and many reported that their teaching was a "source of considerable personal strain." Results of the survey indicated that as faculty age within a community college system, they demand more professional development and more diversity. Faculty morale, satisfaction, and sense of community seem to be directly related to institutional climate. The longer faculty serve at an institution, the more professional challenges they require and the more assistance they need in order to maintain a high level of energy and a strong commitment of the mission of the community college. Yet, in this day and age of retrenchment and lean budgets, they are often denied the opportunities which might make them more enthusiastic and effective teachers.

Despite the lack of professional opportunities cited by survey respondents, the majority declared that they would "still become community college teachers if they had

(Continued on reverse side)

it to do over again." Despite their many frustrations and their waning enthusiasm, most veteran faculty in the humanities and social sciences did not feel "trapped in a profession with limited opportunities for advancement." In fact, the overwhelming majority of the survey respondents were strongly and passionately committed to the comprehensive mission of the community college.

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PREFACE

This study began as a class project for a course in higher education at the University of Virginia in the spring of 1990. It was an ambitious project, charting new territory in community college research and involving a full-scale survey of selected faculty within an entire state system of community colleges. The methodology of the survey was thoroughly thought out and the survey instrument itself was carefully designed.

What is particularly important about this study is that not only does it neatly fill in a gap in the research of community college faculty but it comes at a time when many states, including Virginia, are cutting back on community college budgets. As a result, at many institutions, faculty positions are being frozen or eliminated and benefits, both tangible and intangible, are eroding. Yet, as this study points out, as faculty age within a community college, they demand more professional development and more diversity. Faculty morale, satisfaction, and sense of community are invariably related to institutional climate. The longer faculty serve at an institution, the more professional challenges they require and the more assistance they need in order to maintain a high level of energy and a commitment to the mission of the community college.

Senior administrators at community colleges and in state systems would do well to ponder the implications of this study. The study suggests that the very effectiveness of a community college may be directly linked to the vigor of its faculty. Clearly, creative solutions to the need for faculty renewal must be found at the same time that creative solutions are found for managing--and in many cases, reducing--the budget. If faculty

needs are not considered, to borrow a moral from Aesop, colleges run the risk of killing the goose that lay the golden egg.

-- Ronald B. Head
Coordinator of Institutional Research
and Planning
Piedmont Virginia Community College
December 1990

THE RELATIONSHIP BETWEEN AGING AND JOB SATISFACTION FOR HUMANITIES AND SOCIAL SCIENCE FACULTY IN THE VIRGINIA COMMUNITY COLLEGE SYSTEM

INTRODUCTION

In recent years much attention has been given to the "graying of the professoriate," yet most national studies have focused on four-year colleges and universities where the typical faculty career follows a predictable course toward publication, promotion and tenure. Less data are available on the evolution of the faculty career in the community college where the faculty member must struggle with less tangible rewards and pursue a more ambiguous path toward identity, recognition and advancement.

The community college is maturing and its faculty are aging. As McGrath writes, "the community college is still relatively young and while no one was looking their professors have become middle-aged."[1] Furthermore, faculty in the community college are aging in a very distinct institutional environment that estranges them from their academic discipline, enforces a rigid dichotomy between teaching and research and overwhelms them with conflicting demands of quality and open access.

In addition, those faculty who have been in the community college the longest may have the potential for the greatest disillusionment. In the late 1960's and early 70's the community college movement experienced a staggering growth in new populations, innovative programming and seemingly endless funding. Yet in the 1970's and 1980's,

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[1]D. McGrath, "A Professoriate Is In Trouble and Hardly Anyone Recognizes It," *Change*, 20 (January/February 1988), p. 26.

veteran community college faculty watched as enrollments declined, innovative programs crumbled and institutional budgets dried up.

The Virginia Community College System (VCCS) in 1990 represents a unique environment in which to study aging and job satisfaction. Statistics furnished by the State Council of Higher Education for Virginia (SCHEV) reveal the average age for full-time VCCS faculty to be 47 years. Of the 1,882 full-time faculty in the system, 61 are 65 years of age or older, and 9 range in age from 70 to 73.

Mandatory retirement does not exist in the VCCS, and as of yet no early incentive retirement programs have appeared to encourage early departures from the system. Budget cuts have forced colleges within the VCCS to limit new faculty positions and freeze current positions already allocated. The Governor's recent veto of proposed tuition increases for community colleges, coupled with the devastating new budget deficit, will most likely further limit faculty hiring and will result in decreased faculty raises and merit increases and will mean less money for travel and professional development. In effect, budgetary constraints will not only limit the potential for faculty turnover but will also drain the reward systems available to current faculty.

Bailey writes "that the most important thing about a college is the quality of the lives of the people who staff it."[2] As faculty age in the VCCS do they become disenchanted with the demands of open access, heavy workloads and low status as some community college theorists suggest? Or do 10- and 15-year faculty veterans become

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[2]R. G. Baldwin and R. T. Blackburn, "Faculty as Human Resources: Reality and Potential," in *College Faculty: Versatile Human Resources in a Period of Constraint*, New Directions for Institutional Research (San Francisco: Jossey-Bass, 1983).

bonded to the system, invigorated by the diversity, challenged by the conflicting demands and rewarded by student contact and growth?

THE SURVEY

Measuring job satisfaction in all disciplines throughout the VCCS system was beyond the scope of this study, so the sample was limited to full-time humanities and social science faculty at 8 community colleges across the state. Humanities and social science faculty are easy to classify within an institution and often represent a group that has served in the community college system the longest.

The first test of this study was to gather a representative sample of social science and humanities faculty across the system. John Tyler Community College (JTCC), Piedmont Virginia Community College (PVCC), J. Sargeant Reynolds Community College (JSRCC), Blue Ridge Community College (BRCC), Central Virginia Community College (CVCC), Mountain Empire Community College (MECC), Virginia Western Community College (VWCC) and Northern Virginia Community College (NVCC) were chosen because they represent a broad cross-section of faculty and student constituencies. These institutions range from small, rural single-campus colleges to large, urban, multi-campus institutions.

First, this survey examined the relationship between aging (chronological age and length of time in the system) and job satisfaction for social science and humanities faculty throughout the VCCS. Second, the study looked at the results for Piedmont Virginia

Community College in particular to see how PVCC faculty rated their institutional environment, their morale and their level of job satisfaction. Studying satisfaction among faculty as they age in the system raises important questions about rewards, pay-offs and faculty values and suggests ways that the institution can intervene to enhance vitality, morale, effectiveness and mission.

In the first part of the survey, faculty were asked to indicate their age, sex, race and the number of years they had worked in the system. Next, faculty were asked questions designed to measure job satisfaction. Such questions included, "How do you feel about your institution?" "How would you rate the quality of life at your institution?" "Are you still committed to the comprehensive mission of the community college?"

The survey instrument tested both extrinsic measures of satisfaction--"How would you rate your own salary?"--as well as intrinsic measures--"How would you rate the sense of community at your institution?" In addition, several questions were designed to measure indices of change at successive stages of the community college career--"How has your morale changed over the past five years?" Finally, the survey tried to uncover levels of dissatisfaction that might result in departure from the system--"Have you ever considered entering another line of work?"

In the final section of the survey, faculty were asked to respond to an open-ended question--"Is there anything else you would like to add about your sense of job satisfaction?" These open-ended responses enhanced the findings and allowed faculty to elaborate on their support needs, concerns, frustrations and goals.

VCCS FACULTY SURVEY RESULTS

The average age of social science and humanities faculty in this survey was 48, only one year older than the average age for all 1,882 full-time faculty in the VCCS. In this sample of 76, the youngest respondent was 27 years of age and the oldest 69. In terms of sex, the survey was fairly well balanced (41 males and 30 females). The racial breakdown, however, was disproportionate. Seventy-two of the respondents were white, 2 were Asian, 1 was Hispanic and 1 was black. Thirty-nine respondents classified themselves as humanities instructors, 34 as social science faculty and 3 did not indicate their discipline.

When faculty were asked how long they had been employed in the VCCS, the results further confirmed the idea that the professoriate in Virginia community colleges is indeed "graying." Only 6 respondents were recently hired in the last year and only 5 of 76 have been in the system for 2 to 3 years. Five faculty surveyed have taught for 5 to 10 years.

When looking beyond 10 years, the figures begin to climb dramatically. Seventeen faculty in the study have taught in the system for 10 to 15 years and nearly half the respondents (37) have been in the VCCS for 15 to 20 years. Seven faculty members reported that they have taught in the system for 20 years or more. This survey suggests that the VCCS may be confronting a primarily middle-aged, mid-career faculty which presents acute needs in terms of support, rewards and recognition.

In the second question on the survey, faculty were asked how they felt about their own institution. Five of 6 new "hires" found their institution to be "a very good place for me" as did the 5- to 10-year group and the 10- to 15-year faculty respondents. However, results were slightly different for the largest faculty group (the 15- to 20-year veterans). Of this group, 19 found the VCCS "a very good place," and 12 found it to be "a fairly good place." The dissatisfaction voiced by the 15- to 20-year veterans may represent a natural correlate of aging in the system, or it may reflect faculty discontent with the administration at certain community colleges in the survey. Though faculty satisfaction was not broken down by individual institutions, the particular institution does emerge as a predominant force in predicting faculty satisfaction, vitality, morale and productivity.

Faculty at all stages in their career were split on how they viewed their salary at the community college. One newcomer ranked his salary as "poor," but generally faculty in all ranks rated their salary as either "good" or "fair." However, though some saw salary as low, the overall survey suggests that extrinsic factors such as salary did not produce a major source of dissatisfaction.

According to the survey, faculty do become disillusioned with the intellectual climate of the institution the longer they stay in the system. Of 37 15- to 20-year respondents, 11 found the intellectual climate "poor," 12 rated it as "fair" and 13 saw it as "good." Three of six 20-year faculty found the climate to be "poor."

Closely corresponding to intellectual climate was quality of life. Veteran faculty members were more prone to rank "quality of life at their institution" as "poor" than were

new faculty hires. In the 15- to 20-year group, 13 of 37 ranked quality as "poor" and 14 cited it as "fair." Four of six 20-year faculty chose the "poor" category.

In addition, it seems that a "sense of community" tends to erode as faculty age in the VCCS system. Fifteen of 37 faculty who had served in the system for 15 to 20 years rated community as "poor" while 13 described it as "fair." Four of 6 20-year veterans rated community at their institution as "poor."

Judging from individual faculty comments, most humanities and social science instructors in the survey felt buoyed by collegiality among their faculty cohorts and rewarded by close interactions with diverse students. The negative rankings seem to derive from strained and even hostile relationships between faculty and administrators at certain community colleges represented in the sample.

Faculty morale is an indicator that a community college system cannot afford to ignore, since a demoralized, dissatisfied faculty directly impacts on recruitment and retention. When faculty were asked, "How has your morale changed over the past five years?" only one *new* faculty rated morale as "worse." Of 17 in the 10- to 15-year range, 6 rated their morale as "somewhat worse" and 2 cited morale as "much worse." In the 15- to 20-year group, 5 ranked morale as "somewhat worse" and 9 stated that it was "much worse." However, "morale" fared much better than "community" across the entire sample of 76 humanities and social science faculty.

At various points in their academic career, faculty may become disillusioned and contemplate leaving their college and the profession entirely. In this sample, 13 mid-career faculty who had served the community college for 15 to 20 years reported that

they had given serious consideration to leaving. Eleven had considered the idea but not seriously, while 13 had never given any thought to severing ties with their institutions. Some faculty reported that after 15 years in the system they found "expectations and workload increasing while pay-offs and rewards were decreasing."

In terms of professional growth, community college faculty at all stages in their career cited "inadequate opportunities for growth in the system." New faculty tended to report "adequate opportunities" while the majority of 10- to 15-year veterans reported that professional development opportunities were inadequate to meet their needs. In the 15- to 20-year group, 22 of 37 cited inadequate opportunities, as did 4 of 6 20-year respondents.

How did community college faculty rate the degree of strain and stress associated with their jobs? Nine faculty in the 15- to 20-year group reported their teaching as a "source of considerable personal strain," but the numbers here are not as significant as the reasons behind them. Mid-career social science and humanities faculty in this survey describe "endless committees and paperwork," "an administration that treats us like 'hired hands,'" and "thousands of students that demand more and more of you."

However, the majority of these same mid-career faculty with 15 to 20 years of experience would "still become community college teachers if they had it to do over again." Similarly, 3 of 6 faculty with over 20 years of experience would still choose a community college career. This finding is a positive sign for the community college system since it implies that despite all the problems, faculty still view their jobs with a sense of integrity and accomplishment.

In an interesting finding, most mid-career faculty (15 to 20 years) would not "enter another line of work because prospects for academic advancement were limited." This does not seem to correlate with the responses of 11 mid-career faculty who stated that they had seriously considered leaving the profession. However, since tenure no longer exists in the Virginia system, faculty may not be as threatened or concerned with promotion or advancement. Instead they leave for other reasons--to escape heavy teaching responsibilities, to begin a second career or to make more money in the business world.

Not surprisingly, 15- to 20-year faculty veterans were not as enthusiastic about their work at the time they were surveyed as they were when they started their careers. One felt "drained and battered by the system," and another felt that teaching had taken "a back seat to some magical FTE formula that rules us all." One female faculty member lamented, "I am still committed to this democratic experiment, but its getting harder all the time." Yet, even in an environment that bombards faculty with conflicting demands of quality and open access, the majority of 15- to 20-year faculty claimed they had no plans to leave the profession in the next 5 years.

The majority of faculty polled in this survey did not feel "trapped in a profession with limited opportunities for advancement." Of particular interest, 15- to 20-year veterans did not feel trapped even though many felt deprived of an intellectual climate and dissatisfied with opportunities for professional growth.

The last question in the survey revealed positive findings for the VCCS. Overwhelmingly, 31 of 37 faculty who had served the system for 15 to 20 years, and 5 of 7

who had served the system for over 20 years, were strongly committed to the comprehensive mission of the community college. Even when other levels of faculty satisfaction began to wane, community college faculty still believed in the goals and ideals of community-driven education. Even when the institution or the administration disappointed them, they never doubted their choice of profession or the importance of their mission.

As one male 20-year social science veteran commented,

> I have had a slight sense of disappointment over the direction of the college in the last 4 to 5 years. When we were hired almost twenty years ago, the President imbued us with a sense of the importance of our teaching mission and the quality of our teaching. This made a big impression on me. I believed it then and I still believe it now. Now there is a blossoming bureaucracy--quantum leaps in paperwork which seriously interferes with teaching and that is so sad ...

Comments suggest that the greatest joys and satisfactions of faculty members revolved around their students. A new social science faculty member remarked, "I have taught in a four-year college and I much prefer the diversity of community college students." A 15- to 20-year veteran added, "Oh, the joys of teaching non-traditional adult students--they care--they come to class and they appreciate everything you do for them."

Not all student interactions were positive. Teaching underprepared students in developmental classes seemed to take its psychological toll. A 15-year veteran English teacher admitted, "Its hard not to become burned out and frustrated when only 15% of your students ever get out of remedial classes the first time around." And some faculty complained that "18- to 21-year olds don't seem to care as much as they used to." Yet,

on the whole, students for the community college faculty "are what makes the job palatable despite all the headaches."

Certain community college teachers in this survey felt caught in the crossfire between the demands of open access, FTE formulas for funding and the need for quality. Often their anger was directed at the VCCS which "seems to be preoccupied with numbers and FTE's."

As one 15-year instructor summed up, "Emphasis on access has been allowed to overwhelm concerns with quality that we can deliver. Late registration goes on too long suggesting that class attendance is not that important." Another male humanities instructor in the 10- to 15-year category reiterated, "We have all been reduced to productivity monitors, each being measured against a quota or some magical number system introduced from Richmond."

The 76 social science and humanities faculty surveyed in this study did not direct all of their frustration at the VCCS. In the most troubling finding of the survey, many also expressed hostility, mistrust and disappointment toward the administration at their respective institutions. Though the survey did not break down satisfaction by institution, the findings confirm that morale, quality of life and sense of community are largely dependent on the environment created at each campus. At 2 of 8 campuses in the study, relationships between the faculty and the administration were so strained that faculty felt they could not teach students or serve the institution effectively. As one 20-year instructor lamented, "Our administrators manage; they do not lead." Echoing similar concerns, a 15-year veteran wrote, "The administration lets us know in very subtle and

powerful ways that we can be replaced with hordes of part-timers who would be all too happy to do our jobs for less money."

Concern with workload, rewards and recognition are common themes that emerge again and again in this faculty survey. Many faculty feel "overwhelmed with job expectations that seem to increase and increase in a system where the hard work . . . goes largely unnoticed and unrewarded." At the same time, 5 faculty were concerned that prestige and rewards were not distributed evenly and were reserved "for a few stars who seem to get all the 'perks' and pay-offs."

There was also a prevailing belief that faculty must take care of their own vitality and professional development. As one 15-year humanities instructor explained, "I am highly motivated to seek out and take charge of my own professional development. And its a good thing I am because no one else is going to do it." Most faculty in the survey did not credit their institutions with much "mentoring" or nurturing when it comes to professional growth.

It is interesting that salary did not surface as a major source of dissatisfaction among the faculty surveyed. Yet money does come up in other ways, and many faculty cited lack of funding as a constant source of irritation and disappointment. A female 15-year employee of the system captured the feeling best:

> I wish we weren't so poor. Out of paper, out of money. No funds for even modest travel; copy machines don't work, our library holdings limited . . . The community college seems to be Virginia's stepchild when it comes to funding.

PVCC FACULTY SURVEY RESULTS

In this study the institution at which faculty members teach emerged as perhaps the predominant force in predicting faculty satisfaction, vitality, morale and productivity. In this respect, it is interesting to look at one institution, Piedmont Virginia Community College, to see how PVCC faculty view their jobs and the quality of their lives.

Demographic characteristics of the PVCC sample closely resembled those of the survey sample as a whole. As was the case with the total sample, PVCC boasted primarily a middle-aged, middle-career social science and humanities faculty that clamored for diversity, professional development, rewards and renewal. The average age of the 11 PVCC social science and humanities faculty surveyed was 45, and most respondents fell into the 15- to 20-year category. Four faculty members had taught in the VCCS 15 to 20 years, 3 between 10 and 15 years, 2 between 5 and 10 years, and the remainder between 1 and 3 years.

When asked "How do you feel about your institution?" 9 of 11 found PVCC to be a "very good place" and 2 found it a "fairly good place" to be. In general, the PVCC responses suggested a good institutional match between faculty perceptions and institutional expectations and mission.

Yet PVCC faculty did express definite concerns over their salary. Five faculty described their salary as "poor" and 4 listed it as "fair." As one veteran PVCC faculty member summarized, "the money here is badly out of alignment with the workload expectations."

In general, faculty rated the "intellectual climate" and the "quality of life" at PVCC as "good," and they seemed to feel rewarded by an underlying collegiality and rapport among their faculty peers. Seven of 11 PVCC faculty found "the sense of community" at PVCC to be excellent, 2 described it as "good," 3 cited it as "fair," and one labeled it as "poor." In contrast with the general sample, age and length of time in the VCCS seemed to have little bearing on the responses.

PVCC faculty surveyed seemed to be evenly split on the question of morale. When asked "How has your morale changed over the past five years?" 3 instructors cited "somewhat better" and 3 responded "somewhat worse." Increased workloads and paperwork seemed to demoralize some PVCC faculty. One instructor felt that "administrative tasks distract from my teaching--it's almost as if committees are my primary responsibility and teaching is an incidental duty."

Four of the 11 PVCC faculty surveyed had given serious consideration to leaving the profession, and 2 more had considered leaving but not seriously. As one faculty member explained, "I often get frustrated and consider leaving for a 4-year college, but everything we do here is too important."

Social science and humanities faculty at PVCC seemed to take different views of professional development at the college. Two felt that PVCC offered "substantial opportunities for professional growth," 5 believed the college offered "adequate opportunities" and 4 thought that opportunities were "inadequate." As one faculty member noted, "I usually make my own opportunities, and sometimes the college supports them in whole or in part." One respondent claimed she "would prefer the opportunity for more scholarly

work, and more sabbaticals please," while another noted the need for "more travel and professional nurturing."

On the whole, there seemed to be a prevailing belief that PVCC faculty must take care of their own vitality and professional development. As one instructor stated, "When I get depleted, I just clear the decks and take care of myself."

Most PVCC faculty respondents agreed that the "job was a source of considerable personal strain." Three strongly agreed with this statement and 4 agreed with reservations. In describing the stress associated with teaching, one PVCC instructor described "a social life in shambles, as each week becomes a roller coaster ride of school and family obligations." Another instructor was bothered by the "extraneous stuff" that constantly left him "frustrated and fragmented." Yet 9 of the 11 respondents would still "become a community college teacher if they had it to do over again," and the majority, 8 of 11, were "*not* considering another line of work" at the present time.

When asked if they were "more enthusiastic about their work *now* than when they began their academic career," PVCC faculty revealed an interesting split. Five were more enthusiastic about their profession at the present time, and 5 were not. One faculty member who was more enthusiastic stated, "I have increasingly lost my defensiveness about the community college because it does good things for people." The 5 who were less enthusiastic were bothered by "administrative tasks that distract from teaching" and "a workload and contact hours that have increased 33 1/2 percent."

Nevertheless, the majority of PVCC faculty who participated in this survey (7 of 11) did not plan to leave the profession within 5 years, and did not "feel trapped in a profes-

sion with limited opportunities for advancement." Though some PVCC faculty desired "more cooperative arrangements with four-year schools and the opportunity to teach an occasional graduate or upper level course," and though one instructor felt that "four-year professors make twice as much for comparable work," generally the respondents seemed to feel comfortable with the professional niche they had carved in the academic hierarchy.

Finally, in responses that reflect the overall survey sentiment, 10 of 11 PVCC faculty were "still committed to the comprehensive mission of the community college." Though some felt overworked, poorly rewarded, and underpaid, they still vigorously defended and articulated the goals of open access and diversity.

The PVCC faculty surveyed echoed many of the same concerns that the 76 humanities and social science faculty in the VCCS had. They felt they continually struggled with increased workloads, increased expectations and increased class size and they found it hard to reconcile the demands of quality education with open access. Many felt "depleted," and as one noted, "I am unable to cover all the bases like I used to."

However, PVCC faculty felt a much stronger sense of community than did respondents from other VCCS institutions. The PVCC campus dif not seem to suffer from strained and adversarial relationships between faculty and administration that plagued other colleges in the survey. Though some faculty believed "administrators tend to remain aloof if they are outside the division," most felt PVCC sets a tone of collegiality and mutual respect. As one faculty stated

> I can take care of my own renewal, but I need to surround myself with kindred spirits, and I need administrators and people that understand what I

do and trust that I am doing my job. Camaraderie is the single most important word that sums up what I need, and I have always found it here.

APPENDIX

FACULTY SATISFACTION SURVEY INSTRUMENT

FACULTY SATISFACTION SURVEY

The first section includes questions that will be used for classification purposes of the survey data. Your response to each item is very important and will in no way be identified with you, your department or school.

What is your year of birth? _____

Your gender: 1. Male
2. Female

Your race or ethnic group: 1. Asian
2. Black/Afro-American
3. Hispanic
4. Native American
5. White/Caucasian
6. Other

Your discipline area is: 1. Humanities
2. Social Sciences

The number of years you have been employed in the VCCS system is: 1. 0 - 1 years
2. 2 - 3 years
3. 5 - 10 years
4. 10 - 15 years
5. 15 - 20 years
6. 20+ years

1. In general, how do you feel about your institution? It is
Please circle one

1. a very good place for me
2. a fairly good place for me
3. not the place for me

2. How would you rate each of the following using this scale?

1. Excellent 2. Good 3. Fair 4. Poor 5. Not applicable

1	2	3	4	5	Your own salary
1	2	3	4	5	The intellectual climate at your institution
1	2	3	4	5	The quality of life at your institution
1	2	3	4	5	The sense of community at your institution

3. How has your morale changed over the past five years? **Please circle one**

1. Was not teaching five years ago
2. Much better
3. Somewhat better
4. About the same
5. Somewhat worse
6. Much worse

4. During the past two years, have you ever considered a permanent departure from the community college system?

1. Yes, I have given it serious consideration
2. Yes, I have considered it, but not seriously
3. No

5. Does the community college give you opportunities for professional growth?

1. Substantial opportunities for professional growth
2. Adequate opportunities for professional growth
3. Inadequate opportunities for professional growth

6. Please indicate your agreement or disagreement with each of these statements. A neutral response is provided.

1. Strongly agree
2. Agree with reservations
3. Neutral
4. Disagree with reserations
5. Strongly disagree

1	2	3	4	5	My job is the source of considerable personal strain
1	2	3	4	5	If I had it to do over again, I would not become a community college teacher.
1	2	3	4	5	I am considering entering another line of work because prospects for academic advancement seem limited now
1	2	3	4	5	I am more enthusiastic about my work now than I was when I began my academic career.
1	2	3	4	5	I may leave this profession within the next five years.
1	2	3	4	5	I feel trapped in a profession with limited opportunities for advancement
1	2	3	4	5	I am still committed to the comprehensive mission of the community college?

7. Is there anything else you would like to add about your sense of job satisfication as a community college faculty member? Your thoughts would be very helpful.

8. Would you like a copy of these survey results mailed to you?

YES _____ NO _____

If yes, please indicate mailing address:

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